**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5.NBT.5 Caitlin Salmon and Tim Pluta**  **The Envision Lesson: Topic 3-6** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Use positive “math talk” to encourage and engage students in the lesson. | Product, factor, multiple, estimation, overestimate, underestimate, expanded form, distributive property |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| “Where in life would you use multiplication?” Share examples. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Vocabulary instruction   1. How will you explicitly teach new vocabulary? Read the term to them three times and the definition three times and allow them to write it down with a partner and discuss it. 2. How will you provide multiple opportunities for vocabulary to be used in context? Allow them time to talk about the term and talk about it with their partner in depth. Partner talk should include using the term in two sentences of their choice. Example: “product”. Other students may choose to develop a twenty second role play showing how the word is used in the real world. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Explicitly teach/model and review with a simpler problem on an array * Review expanded form and how to break up a large number * Use virtual manipulatives to show how a larger number is written in expanded form. Solicit partner responses, whiteboard responses, etc. * Move on to representational “Four-square” method (expanded array) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Model expanded array, sometimes called the “Four square” method, and allow students time to think-pair-share a problem (ex. 230 x 35). Solicit examples from students. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Assign QuickCheck 3-6  Quickly go over and check with a partner. Students that receive 5 or more points out of 6 achieve mastery and may choose a practice center activity (“Think Together”). Those students who score 4 get a practice sheet for independent work. Students with a score of 3 or less work with the teacher at the table in a small group. Any work not completed in class will be considered homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quiz 3-6 for the next morning. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| Whatever is not completed in class. Also, each student is responsible for a journal entry with the prompt: “What I know about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ so far is \_\_\_\_\_\_\_\_\_\_\_\_\_. What I’m still not sure about is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |